

Principal Needs-sensing Survey

Introduction

The Kentucky Department of Education (KDE) is committed to collaborating with principals and providing them with the resources they need to effectively support teachers and students in their schools. KDE acknowledges the professional and personal challenges caused by the COVID-19 pandemic and is dedicated to partnering with principals to understand what schoolwide supports they need during the 2020-2021 academic year.

To better understand how to support you and other educators across the state, KDE leadership is requesting your response to this survey about the needs facing your school in serving students and families this next school year. Please note that KDE leadership anticipates that some form of distance learning may occur in the 2020-2021 academic year. Distance learning refers to educational activities that occur when the teacher and learner are in different locations.

Completion of this survey is voluntary. Findings from this research will be used to better understand how to support principals across the state. Your employment and/or relationship with your school district, and KDE will not be affected based on your participation or lack thereof. KDE is not evaluating individual principals, nor is KDE monitoring any respondent's compliance with school, district/county, or state policies.

The survey will take approximately 10-15 minutes and will be open from 06/16/2020-06/24/2020.

General

- 1. Select the district in which you will serve as principal during the 2020-2021 school year.**
- 2. Select the grades for which you will serve as principal during the 2020-2021 school year.**
Select all that apply.
Pre-K, Elementary school (K-5), Middle school (any grades 6-8), High school (any grades 9-12)
- 3. How many years have you been principal, including the 2019-2020 school year?**
1-2, 3-5, 6-10, 11-15, More than 15 years

Wellness Needs

- 4. Identify the three wellness topics for which you most need support during the next academic year (2020-2021).**
Select your top 3 priorities.

Trauma-informed care is defined as “an approach to engaging people that recognizes the potential presence of trauma symptoms and acknowledges the role that trauma may play in an individual’s life”

Distance learning refers to educational activities that occur when the teacher and learner are in different locations (for example, online learning).

Developing strategies to strengthen school culture during periods of distance learning

Developing a schoolwide trauma-informed care approach

Implementing schoolwide trauma-informed care approach

Implementing classroom strategies or interventions that support all students’ mental health needs

Developing strategies to meet the nutritional needs of students
Supporting the wellness needs of school staff
Supporting my own wellness needs
Supporting student transition (for example, into new grades or new schools)
Providing food service for students during distance learning.

Instructional Systems Needs

5. Identify the three instructional system topics for which you most need support during the next academic year (2020-2021).

Select your top 3 priorities.

Distance learning refers to educational activities that occur when the teacher and learner are in different locations, for example, online learning.

Implementing non-traditional instructional formats (for example, in-person, distance, or blend of in-person and distance learning)

Identifying teaching methods or programs that can accelerate student learning

Ensuring equitable access to effective teaching and learning for all students

Identification of students with disabilities

Identification of English Learners (EL)

Implementing schoolwide programs (such as RTI, MTSS, PBIS in distance learning)

Implementing Individual Education Programs (IEPS)

Providing compensatory education

Supporting teachers with the transition to distance learning (for example, how to modify their curriculum)

Developing procedures for coaching teachers during distance learning

Developing procedures for evaluating teachers during the 2020-2021 school year, anticipating disruptions caused by distance learning

Creating systems to disseminate information for all families, including those without access to technology.

Information Technology (IT) Needs

6. Identify your school's top three information technology (IT) needs at the beginning of the next academic year (2020-2021).

Select your top 3 greatest needs.

Identifying students without access to reliable technology devices such as computers

Identifying students without access to reliable internet

Providing reliable computers or other technology devices for students

Providing internet access for students

Assisting students and families in using technology, such as connecting to the internet or joining video conferences

Assisting students and families in navigating online learning platforms and content

Addressing students'/families' issues with using technology during distance learning

Ensuring security of student data in an online environment

Ensuring teachers know how to navigate online learning platforms and content

Professional Development Needs

7. Identify your school's top three professional development (PD) needs specific to distance learning during the next academic year (2020-2021).

Select your top 3 professional development needs.

Distance learning refers to educational activities that occur when the teacher and learner are in different locations (for example, online learning).

Developing positive relationships with students

Developing a strong classroom climate

Enacting effective teaching practices with technology

Enacting effective teaching for students with limited access to technology

Supporting student engagement

Selecting rigorous, research-based instructional materials

Adapting instructional materials to an online environment

Differentiating instruction for groups of students

Designing personalized learning experiences for individual students based on needs and interests

Monitoring academic progress and providing feedback to students

Meeting the learning needs of students with Individualized Education Programs (IEPs), or 504 plans, including making materials and resources accessible

Meeting the learning needs of English learning (EL) students, including making materials and resources accessible

Meeting the learning needs of gifted and talented students

Using Blackboard for dual credit courses

Other (please specify)

Diagnostic Assessments

8. Does your district or school plan to administer diagnostic assessments following students' return to school upon reopening in the fall to understand their current level of knowledge?

Select one

Diagnostic assessments refer to "measures of a student's current knowledge and skills and can be used to identify a suitable program of learning. They are administered before instruction occurs to assist in identifying appropriate instruction and interventions."

Yes, my district or school plans to administer schoolwide diagnostic assessments.

No, my district or school does not plan to administer schoolwide diagnostic assessments

Teachers at my school plan to administer their own diagnostic assessments.

My district or school has not yet decided.

Diagnostic Assessment Needs

9. To what extent do you need assistance with the following activities related to preparing for an administering diagnostic assessment at your school?

Please select one of the following for each statement below: No assistance needed, A little assistance needed, Moderate assistance needed, Significant assistance needed, N/A

Selecting diagnostic assessments that will accurately measure students' knowledge skills

Finding time in the schedule to administer diagnostic assessments to all students

Administering diagnostic assessments to students during periods of distance learning

Administering diagnostic assessments to students that receive accommodations (English learners, students with disabilities)

Scoring diagnostic assessments in a timely manner to inform decisions about students' (for example, honors placement, academic groupings)

Aligning scores from diagnostic assessments with the assessment system already in place

Interpreting diagnostic assessment data (for example, identifying students' strengths and areas for improvement, reviewing multiple sources of assessment data)

Communicating diagnostic assessment results to students and families.